ECSPM
European Civil Society Platform
for Multilingualism

SYMPOSIUM

INTERNATIONALISATION OF HIGHER EDUCATION, MULTILINGUALISM AND TRANSLATION

19-20 March 2026

Programme
Abstracts of presentations
& Contributors' bionotes

SPRACHENRAT SAAR
Seit 1991

LANGUAGE COUNCIL SAAR /
CONSEIL LINGUISTIQUE DE LA SARRE /
LANGUAGE COUNCIL OF SAARLAND

htw saar

Hochschule für
Technik und Wirtschaft
des Saarlandes
University of
Applied Sciences

GEO | Laboratoire
Groupe d'**études orientales**,
slaves et **néo-helléniques** | GEO | UR 1340
Université de Strasbourg

The symposium is under the patronage of the Lord Mayor of Saarbrücken
and endorsed by the Saarbrücken Municipality and the State Chancellery of Saarland

🌐 ecspm.org   ✉ multilingualism@ecspm.org

INTRODUCTORY NOTE

During the two-day symposium, we will address the two core components of our theme, the internationalization of higher education (HE) and academic translation, through invited talks and discussions. The first component will explore how universities can engage globally, combatting isolationism, polarization, and the short-sighted thinking of populist regimes while respecting linguistic and cultural differences, diverse perspectives, and encouraging varied practices. The second component relates to the translation of academic knowledge, given that the internationalization of universities is deeply intertwined with it, and that the translation of academic texts is essential for inclusive learning in higher education and for the implementation of institutional internationalization policies. We will explore the challenges of adapting knowledge, ideas and perspectives across cultures and contexts and of transferring and sharing knowledge and research findings across borders. This necessitates translating scientific constructs and research methodologies. We will also consider automated translation systems, especially those leveraging artificial intelligence (AI) technologies, and discuss the risks of relying too heavily on such tools without properly refining and reviewing the output. The third component of our symposium theme, multilingualism, will be addressed through presentations by delegates from ECSPM member institutions affiliated with CURUM (the Cluster of University Research Units for Multilingualism).

EINLEITENDE BEMERKUNGEN

Während des zweitägigen Symposiums werden die beiden grundlegenden Komponenten des Symposiumsthemas – Internationalisierung der Hochschulbildung und akademische Übersetzung – in Form von Gastvorträgen und Diskussionen behandelt. Die erste Komponente befasst sich mit der Frage, wie Universitäten sich global engagieren können, um Isolationismus, Polarisierung und kurzsichtiges Denken populistischer Regime zu bekämpfen, während sie gleichzeitig sprachliche und kulturelle Unterschiede, vielfältige Denkweisen und Weltanschauungen respektieren und unterschiedliche Praktiken fördern. Die zweite Komponente betrifft die Übersetzung von akademischem Wissen. Die Internationalisierung der Universitäten ist eng damit verbunden und die Übersetzung akademischer Texte ist für ein inklusives Lernen in der Hochschulbildung sowie die Umsetzung institutioneller Internationalisierungsstrategien unerlässlich. Das Ziel besteht darin, die Herausforderungen nachzuzeichnen, die sich bei der Anpassung von Wissen, Denkweisen und Perspektiven über Kulturen und Kontexte hinweg ergeben, ebenso wie beim grenzüberschreitenden Transfer und Austausch von Wissen und Forschungsergebnissen, die eine Übersetzung wissenschaftlicher Konstrukte und Forschungsmethoden erfordern. Darüber hinaus werden automatisierte Übersetzungssysteme betrachtet, insbesondere solche, die Technologien der Künstlichen Intelligenz nutzen. Zudem wird das Risiko einer übermäßigen Abhängigkeit von solchen Tools ohne angemessene Verfeinerung und Überprüfung der Ergebnisse erörtert. Die dritte Komponente unseres Symposiumsthemas, die Mehrsprachigkeit, wird durch Präsentationen von Delegierten der ECSPM-Mitgliedsinstitutionen behandelt, die dem CURUM (Cluster of University Research Units for Multilingualism) angeschlossen sind.

NOTE INTRODUCTIVE

Au cours de ce symposium de deux jours, nous aborderons les deux composantes fondamentales du thème du symposium – l'internationalisation de l'enseignement supérieur et la traduction académique – à travers des conférences et des discussions. La première composante concerne la manière dont les universités peuvent s'engager à l'échelle mondiale pour lutter contre l'isolationnisme, la polarisation et la vision à court terme des régimes populistes, tout en respectant les différences linguistiques et culturelles, la diversité des modes de pensée et des visions du monde, et en encourageant la diversité des pratiques. La seconde composante concerne la traduction des connaissances universitaires, étant donné que l'internationalisation des universités y est étroitement liée et que la traduction des textes universitaires est essentielle pour permettre un apprentissage inclusif dans l'enseignement supérieur, dans le cadre de la mise en œuvre des politiques d'internationalisation des établissements. Nous tenterons de retracer les défis liés à l'adaptation des connaissances, des idées et des perspectives à travers les cultures et les contextes, ainsi que les enjeux du transfert et du partage des connaissances et des résultats de la recherche au-delà des frontières, qui nécessitent la traduction des concepts scientifiques et des méthodologies de recherche. Nous examinerons également les systèmes de traduction automatisés, en particulier ceux qui exploitent l'intelligence artificielle (IA), et nous discuterons des risques liés à une dépendance excessive à ces outils sans un raffinement et une révision appropriés des résultats. Le troisième volet de notre symposium, consacré au multilinguisme, sera abordé à travers les présentations des délégués des institutions membres de l'ECSPM affiliées au CURUM.

Bessie Dendrinos [Vassiliki Dendrinou]
ECSPM President / Präsidentin / Présidente

MEMBERS

ALTE (Association of Language Testers in Europe)

BM (Bilingualism Matters) International Community of Language Experts

Cambridge Language Sciences Research Centre, University of Cambridge, England

CDL (Centre for Diversity & Learning), Ghent University, Belgium

Center for Multilingualism, University of Konstanz, Germany

Centre for Research on Bilingualism, Stockholms universitet, Sweden

CLUSS (Language teaching and research centre) University for Foreigners in Siena, Italy

DCU (Cultural and Linguistic Diversity Management Working Group) Department of Culture Studies, Tilburg University, Netherlands

DLCM (Research Unit for the Study of Linguistic Diversity and Multimodality) Department of Letters and Modern Culture, Sapienza University of Rome, Italy.

DyMe (Dynamics of Multilingualism with English) University of Innsbruck, Austria

EDiLiC (Éducation et Diversité Linguistique et Culturelle) European association

EARights (European Artists' Rights) European organisation

EFNIL (European Federation of National Institutions for Language). Representatives: Sabine Kirchmeier & Kozma Ahačič

EIPOL (Research Centre for Multilingualism and Language Policy) National and Kapodistrian University of Athens, Greece

FIPLV (International Federation of Language Teacher Associations)

FUEN (Federal Union of European Nationalities)

GEO (Research Group of Oriental, Slavic and Modern Greek Studies) University of Strasbourg, France

GL/ML (Greek Language and Multilingualism Laboratory), University of Thessaly, Greece

GS/FL (Research Group), Katolische Universität Eichstätt-Ingolstadt, Germany

ICC (the International Language Association)

INN (Language Teaching and Learning in Multilingual Context Research Group), Inland Norway University of Applied Sciences

Institute of Linguistics and Literary Studies, Division of Multilingualism, Technische Universität Darmstadt, Germany

LAF (Literature Across Frontiers) European organisation

LEND (Lingua e nuova didattica) Italian language teachers' association

LiDS (Literacy in Diversity Settings) University of Hamburg, Germany

LiLPa (linguistique, langue, parole), University of Strasbourg, France

Mercator (European Research Centre on Multilingualism and Language Learning)

MIRCo (Center of Multilingualism, Discourse & Communication) Autonomous University of Madrid, Spain

NPLD (Network to Promote Linguistic Diversity) European organisation

SeDyL (Structure et Dynamique des Langues), language science laboratory, supervised by CNRS (UMR 8202), INALCO, and IRD (UR 135), France

Sprachenrat Saar (Language Council of Saarland), Germany

PARTNERS

CCERBAL (Canadian Centre for Studies and Research in Bilingualism and Language Planning at the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, Canada

CLPP Consortium for Language Policy and Planning, University of Maryland, USA

Cracking the Language Barrier (Federation of European projects and organisations working on technologies for a multilingual Europe)

ECML (European Centre for Modern Languages) of the Council of Europe

LLLP (The Lifelong Learning Platform) European Civil Society for Education

CURUM MEMBERS

BM (Bilingualism Matters) • **Cambridge Language Sciences Research Centre** • **CCERBAL**, Ottawa • **CDL**, Ghent • **Centre for Research on Bilingualism**, Stockholm • **Center for Multilingualism**, Konstanz • **CLUSS**, Siena • **DCU**, Tilburg • **DLCM**, Rome • **EIPOL**, Athens • **GEO**, Strasbourg • **GLML**, Thessaly • **GS/FL**, Eichstätt-Ingolstadt • **Institute of Linguistics and Literary Studies**, Darmstadt • **LiLPA**, Strasbourg • **Mercator**, Leeuwarden • **MIRCo**, Madrid • **SEDYL** Paris

PROGRAMME OVERVIEW

Wednesday, 18/03/2025

18:00 – 18:10	Welcome to the event address	**Thomas Tinnefeld**
18:10 – 18:15	Video welcome address by the Lord Mayor of Saarbrücken	**Uwe Conradt**
18:15 – 21.00	**Dinner and music entertainment**	

Thursday, 19/03/2025

09:00 – 09:10	Opening address by the two host institutions	**Thomas Tinnefeld**
09:10 – 09:15	Welcome address by the Mayor of Saarbrücken	**Barbara Meyer**
09:15 – 09:20	**Group photo**	
09:20 – 09:50	Introduction to the Symposium theme	**Bessie Dendrinos**
09:50 – 11:00	Internationalisation of HE in the time of antiliberalism (online)	**Andrea Petö**
	Discussion	**Irini Tsamadou-Jacoberger**
11:00 – 11:30	**Coffee break**	
11:30 – 12:30	Towards an inclusive multilingual university	**Terry Lamb**
	Discussion	**Waldemar Martyniuk**
12:30 – 13:00	Universities as Bordering Spaces: Internationalisation, immigration, and the affective realities for students	**Aisling Tiernan**
13:00 – 14:00	**Lunch**	
14:00 – 14:30	The de-internationalization policies in the Netherlands, and the experiences of students	**Monté El Mahjoubi**
14:30 – 15:00	Discussion (for both previous sessions)	**Jos Swanenberg**
15:00 – 16:00	Bilingualism Matters: Bridging research and society: perspectives, challenges and mutual benefits	**Antonella Sorace**
	Discussion	**Tanja Rinker**
16:00 – 17:15	DIALOGUES - Languages, literacies, learning in a digital age	**Kristin Vold Lexander**
	Language teaching and citizenship language requirements in Scandinavia	**Marte Nordanger**
	Discussion	**Agnieszka Moraczewska**

Friday, 20/03/2025

09:00 – 10:00	Language data for European AI	**Christos Ellinides**
	Discussion	**Monica Barni**
10:00 – 11:00	What are the prerequisites for constructing foreign academic knowledge through translation?	**Jan Engberg**
	Discussion	**Ulrike Jessner-Schmid**
11:00 – 11:30	**Coffee break**	
11:30 – 12:00	Monolingual filter bubbles in the translanguaging space? Machine translation and multilingualism in HE	**Péter Szabó**
12:00 – 12:30	Translation as global knowledge infrastructure: From European interoperability to planetary knowledge commons	**Effie Fragkou**
12:30 – 13:00	From translation tool to epistemic technology: Generative AI and the changing nature of knowledge translation across languages	**Aleksandar Trklja**
13:00 – 13:30	Discussion (of the three previous sessions)	**Guðrún Gísladóttir**
13:30 – 14:30	**Lunch**	
14:30 – 15:45	Literacy in diversity settings: Integrating international approaches in research and teaching at the University of Hamburg	**Carla Bohndick, Sílvia Melo-Pfeifer & Sarah McMonagle**
	Discussion	**Latisha Mary**
15:45 – 16:30	The ACTIN project (ACT and connect for INtegration: language learning and cultural awareness)	**Theo Marinis, Andrea Young, Justine Holtzweiler, Karina Al-Katauneh & Saskia Braun**
	Discussion	**Maria Zerva**
16:30 – 17:30	Machine translation as educational technology? (online)	**Per Urlaub & Eva Dessein**
	Discussion	**Nikolay Slavkov**
17:30 – 18:00	Closing	**Bessie Dendrinos**

ABSTRACTS
OF TALKS

Andrea Petö

INTERNATIONALISATION OF HE IN THE TIME OF ANTILIBERALISM (ONLINE)

This talk explores how the internationalisation of higher education (HE) is increasingly shaped by the rise of antiliberal politics and their growing influence on academic institutions. Drawing on comparative examples, it examines how ideological pressures, regulatory interventions, and challenges to academic freedom are constraining cross-border collaborations, mobility programmes, and research networks. Moreover, this presentation highlights how antiliberal actors instrumentalise internationalisation to project legitimacy while simultaneously restricting critical inquiry. It argues for renewed strategies to safeguard institutional autonomy, support scholars, and reimagine international engagement in ways that strengthen democratic values and protect the integrity of HE systems.

Terry Lamb

TOWARDS AN INCLUSIVE MULTILINGUAL UNIVERSITY

Universities in the UK are keen to prioritise their focus on Equality, Diversity and Inclusion (EDI). Yet institutional attitudes towards multilingualism often reflect those of the UK more broadly by tending to deny the importance and benefits of linguistic diversity for our societies, institutions and, importantly, for the personal, academic, social, cultural and employability benefits for individuals. This presentation will report on ways in which this is being addressed in a linguistically superdiverse university in London, researching and engaging with the university community in order to shift the monolingual habitus to a plurilingual habitus.

Aisling Tiernan

UNIVERSITIES AS BORDERING SPACES: INTERNATIONALISATION, IMMIGRATION, AND THE AFFECTIVE REALITIES FOR STUDENTS

Universities occupy a paradoxical position in contemporary internationalisation: they promote global engagement while simultaneously acting as bordering spaces through their statutory roles in immigration regulation. Drawing on qualitative research with visa-required international students in the UK, this talk examines how institutional responsibilities for monitoring, compliance and sponsorship shape students' affective realities. Experiences of surveillance, precarity and "stranger" positioning sit uneasily alongside universities' claims to openness and diversity. By understanding internationalisation as an affective process, I explore how immigration governance structures belonging and exclusion within UK higher education. The talk concludes by considering how universities might re-imagine internationalisation in ways that support mobility without reproducing harm.

Monté El Mahjoubi

THE DE-INTERNATIONALIZATION POLICIES IN THE NETHERLANDS, AND THE EXPERIENCES OF STUDENTS

In recent years, Dutch higher education has been marked by strong internationalization and a growing influx of international students. This trajectory shifted under the Rutte IV government and intensified further during the Schoof I cabinet. New measures, such as restricting English-taught programs, reducing financial support, and tightening security screening, have resulted in a less welcoming climate. Using the concepts of the hostile environment, (de-)internationalization, and the sense of belonging, this study explored how these changes influence international students' experiences. Based on thirteen interviews, findings show a declining sense of belonging, amplified by housing, bureaucratic, and integration challenges.

Antonella Sorace

BRIDGING RESEARCH AND SOCIETY: PERSPECTIVES, CHALLENGES AND MUTUAL BENEFITS

Research shows that bi/multilingualism in any languages, regardless of prestige or worldwide diffusion, can potentially give children and adults a range of linguistic, cognitive and social benefits. However, there are still many misconceptions about what it means to be or become bi/multilingual. Building bridges between research and society can provide the ground for more informed decisions in different contexts and enrich research with a deeper understanding of the bi/multilingual experience. This involves learning to address a series of challenges, including simplifying, and adapting complex content to different audiences by mediating and translating scientific information within the same and across languages, a profound understanding of financial, political, and ideological constraints, as well as forestalling misinterpretations. Bilingualism Matters centres are committed to bridging the gap between research and society and during my presentation I will discuss both the challenges faced and ways of dealing with them.

Kristin Vold Lexander

DIALOGUES - LANGUAGES, LITERACIES, AND LEARNING IN A DIGITAL AGE

This paper presents the DIALOGUES project (2024-2027), an Erasmus + capacity building in higher education project with partners in Zambia, Iceland, and Norway. The project aims at building competence in multilingualism, including sign language, in teacher education in Zambia and addresses digitalization for inclusion. Activities in the project include blended mobility, joint supervision and a transnational supervisors' forum, as well as the development of Storybooks Zambia. The discussion is guided by the following questions: How can we engage in Global South-Global North collaboration in decolonizing ways? How can we challenge power imbalances when funding is based on those very power imbalances?

Marte Nordanger

LANGUAGE TEACHING AND CITIZENSHIP LANGUAGE REQUIREMENTS IN SCANDINAVIA

This presentation provides insights from a 4-year project (IMPECT) on the consequences of language and knowledge requirements for citizenship and residency for learners with low levels of print literacy hosted in Norway (Western Norway University of Applied Sciences). The focus is on how language requirements influence teachers' professional identities, their perception of agency and professional responsibility across the Scandinavian Introduction Programs for adult migrants (Nordanger & Egeland, 2024; Nordanger, 2026). How language requirements for legal and democratic rights contribute to a politization of language teaching potentially affecting the negotiation of classroom epistemic trust will be presented.

Christos Ellinides

LANGUAGE DATA FOR EUROPEAN AI

This talk will focus on the EU efforts to address the evolving challenges of artificial intelligence, emphasising the need for continuous updating of knowledge, skills, and language data. It will highlight the EU's strategic direction for AI and regulatory framework, including its use in public services, academia, SMEs and NGOs. The talk will also cover investments in supercomputing infrastructure, AI toolkits, skills programmes, and progress in institutional large language models trained on European data, supporting technological sovereignty and linguistic parity.

Jan Engberg

THE PREREQUISITES FOR CONSTRUCTING FOREIGN ACADEMIC KNOWLEDGE THROUGH TRANSLATION

In order for a broad internationalisation of higher education to work, academics have to be able to understand each other across languages. Translation is a relevant tool for this, due to the limitations concerning the number of languages a person may have. In my talk, I will apply my take on the Knowledge Communication Approach, which is based on the idea that knowledge is what humans may construct from texts. Focus will be on the way an exchange of academic knowledge via translations may be conceptualised from this point of view and how we best prepare academics and translators for such interactions.

Péter Szabó

MONOLINGUAL FILTER BUBBLES IN THE TRANSLANGUAGING SPACE? MACHINE TRANSLATION AND MULTILINGUALISM IN HIGHER EDUCATION

LLM based automated translation from and into text and speech is not only an opportunity for the inclusive internationalisation of HE, but these emerging affordances of digital multilingualism calibrated to individual profiles can create quasi-monolingual bubbles for the uptake, and perhaps, production of scientific knowledge. Such bubbles would filter out sociolinguistic realities, the indexicality and enregisterment of voices in the multilingual/dialectal/idiolectal continuum of variation and differentiation, and the resulting performance of social space and positionlities. It would suppress exposure to transformative translanguaging experience and reiterate boundary-making and identification along the engrained language ideologies of the nation state fostered by and fostering populist policies and politics.

Effrossyni Fragkou

TRANSLATION AS GLOBAL KNOWLEDGE INFRASTRUCTURE: FROM EUROPEAN INTEROPERABILITY TO PLANETARY KNOWLEDGE COMMONS

This intervention discusses translation as a strategic infrastructure for global knowledge circulation. Moving beyond linguistic transfer, translation mediates cultures, epistemologies, and policy-relevant knowledge, enabling interoperability across institutions, languages, and digital systems worldwide. Departing from a purely European paradigm, the discussion situates EU initiatives within a broader global knowledge ecology, emphasizing equitable collaboration between regions, languages, and knowledge producers, with emphasis on research centers and universities. Particular attention is paid to the emerging translation landscape shaped by AI, advocating a EuroStack-inspired but globally connected model that prioritizes high-quality data, sustainable energy, and humanities-driven research. Through interoperable, open-access, scalable solutions and transnational university cooperation, translation supports a resilient, multipolar deep-tech ecosystem serving shared global knowledge needs.

Aleksandar Trklja

FROM TRANSLATION TOOL TO EPISTEMIC TECHNOLOGY: GENERATIVE AI AND THE CHANGING NATURE OF KNOWLEDGE TRANSLATION ACROSS LANGUAGES

In this contribution, I reflect on how the growing use of generative AI is reshaping translation practices in higher education and research communication. Rather than functioning solely as productivity tools, AI-based systems increasingly influence how academic knowledge is formulated, adapted, and circulated across languages and cultures. Particular attention is paid to the risks of over-reliance on GenAI-driven translation systems that foster practices such as automation-induced standardisation of academic discourse and the uncritical transfer of knowledge claims across languages. I argue that translators increasingly act as epistemic mediators responsible for safeguarding diversity of perspectives, contextual adequacy, and academic autonomy in multilingual higher education.

Per Urlaub & Eva Dessain

MACHINE TRANSLATION AS EDUCATIONAL TECHNOLOGY?

Consumer-oriented machine translation (MT) software and large language models (LLMs) are transforming human communication. Consequently, prohibiting MT and LLMs in post-secondary foreign language and humanities education is unsustainable. Educators and administrators must move beyond skepticism and strategically integrate these tools by recalibrating educational objectives. We will show how this shift prioritizes developing learners' ability to perform tasks that initially rely on human-machine collaboration before achieving independent mastery. We conclude by outlining strategic priorities for curriculum, instruction, and the EdTech sector that support meaningful AI integration in post-secondary language and humanities programs.

Carla Bohndick, Sílvia Melo-Pfeifer & Sarah McMonagle

LITERACY IN DIVERSITY SETTINGS: INTEGRATING INTERNATIONAL APPROACHES IN RESEARCH AND TEACHING AT THE UNIVERSITY OF HAMBURG

This presentation introduces the research centre Literacy in Diversity Settings (LiDS) located within the University of Hamburg's Faculty of Education. As a pooling of cross-faculty expertise, LiDS investigates the overarching question: How can sustainable language education be achieved in the context of diversity? Following an overview of LiDS and its internationalisation efforts in HE research and teaching, we spotlight two key areas of activity: 1) research on international students in Germany, and the role of language for their sense of belonging; 2) the introduction of service learning and social action in teacher-education programmes to connect university, communities and language education across the curriculum.

Theo Marinis, Andrea Young, Justine Holtzweiler, Karina Al-Katauneh & Saskia Braun

ACT AND CONNECT FOR INTEGRATION: LANGUAGE LEARNING & CULTURAL AWARENESS (ACTIN)

Marinis and Young will present the ACTIN project which aims to support and reinforce the integration and inclusion of migrant children and adolescents in education and by extension in European society as a whole. They will explain how the project brings together expertise from seven European countries and consolidates connections between Universities and NGOs involved in migration and education. They will also discuss how ACTIN approaches migrant education holistically by employing language learning and cultural awareness activities in formal educational settings and extracurricular activities in informal educational settings, and how teacher training enables teachers to familiarise themselves with the activities and try them out in the classroom. Finally, they will present an online open-source site that makes all material across different languages accessible to everyone. Justine Holtzweiler, Karina Al-Katauneh and Saskia Braun will present outcomes of actions performed by the University of Strasbourg and the University of Konstanz.

BIONOTES OF SPEAKERS
(alphabetically)

b

BARNI, Monica: *Professor of Educational Linguistics at the Sapienza Università di Roma, Italy. Her research focuses on the teaching, learning and assessment of languages, with a special interest in Italian as an additional language in Italy, as a heritage and foreign language around the world. She is concerned with theoretical, methodological, and ethical issues in language testing and assessment and in mapping immigrant languages in Italian society and schools.*

BOHNDICK, Carla: *Professor of Teaching and Learning at the University of Hamburg, Germany. Her research focuses on various aspects of study success with a special focus on the fit between student and university. She teaches in the Master's program on Higher Education.*

BRAUN, Saskia: *Team member of the ACTIN project, PhD student in Linguistics at the University of Konstanz, affiliated with the Center for Multilingualism, with experience in teaching German as a second/foreign language, and in teacher education. Her research focuses on pedagogical translanguaging and language teaching didactics, particularly in linguistically heterogeneous classrooms.*

d

DENDRINOS, Bessie: *Professor Emerita and Director of the Research Institute for Multilingualism and Language Policy at the National and Kapodistrian University of Athens (NKUA), as well as president of the Examination Board of the Greek national foreign languages examination suite. She publishes in English and Greek but her work has also appeared in Spanish, Portuguese and French.*

DESSEIN, Eva *(PhD, Vanderbilt University): Senior Lecturer in French at MIT. Her research examines language learning and identity development, critical language pedagogies, and the use of AI in language learning. She has published in the L2 Journal, Frontiers in Artificial Intelligence, Critical Inquiry in Language Studies, and The French Review.*

e

ELLINIDES, Christos: *Director-General of the European Commission's Directorate-General for Translation, overseeing EU translation policy and AI-based language technologies. He chairs the Management Board of the Translation Centre of the EU, the European Masters in Translation Board, and the Commission's language industry expert group. His career spans leadership roles driving the strategic adoption of digital solutions across Europe.*

ENGBERG, Jan: *Professor of Knowledge Communication at Aarhus University. His main research interests are the study of cognitive aspects of specialized discourse and the relation between specialized knowledge and text formulation. Much of his research is focused upon communication, translation and meaning in the field of law.*

f

FRAGKOU, Effrossyni: *Associate Lecturer at the National and Kapodistrian University of Athens, with a PhD in Translation Studies (University of Ottawa). She teaches translation and interpreting in Greece and Canada, has co-edited the Handbook of Research on Medical Interpreting, serves as an ISO expert, and researches medical and public service interpreting, focusing on the latter's role as a driver of social equality, human rights protection, public health promotion, and the equitable dissemination of knowledge.*

g

GÍSLADÓTTIR, Guðrún: *General Secretary of ECSPM, co-chair of EARights, fine arts photographer and translator, she studied Scandinavian Languages and Linguistics. She is a polyglot and the author of "Languages as ways of being: The linguistic biography of a Nordic nomad", in the volume entitled "Dominant language constellations approach in education and language acquisition" edited by Aronin & Vetter (Springer 2022).*

h

HOLTZWEILER, Justine: *Team member of the ACTIN project, PhD student in Educational Sciences at the University of Strasbourg, affiliated with the LiLPa (Linguistique, Langues, Parole) research laboratory, her research interests focus on plurilingual children in classrooms, the inclusion of emerging bilingual students in the education system, co-teaching and pedagogical translanguaging.*

j

JESSNER-SCHMID, Ulrike: *Professor of English Studies at the Leopold-Franzens Universität Innsbruck, Austria, Head of the DyME (Dynamics of Multilingualism with English) research group, which received the Arthur-Haidl-Prize in 2015 for excellent scientific theory and research in the field of multilingualism applied to practice, and Extraordinary Professor at North West University, South Africa.*

k

AL-KATAUNEH, Karina: *Team member of the ACTIN project, she is a PhD student in Educational Sciences at the University of Strasbourg, affiliated with the LiLPa (Linguistique, Langues, Parole) research laboratory. Her research interests include game-based language learning, innovations in language didactics, plurilingualism, sociolinguistics, and pedagogical translanguaging.*

l

LAMB, Terry: *Professor of Languages and Interdisciplinary Pedagogy at the University of Westminster. His contributions extend internationally, as an advisor to several governments and research councils, including France, Hong Kong, Malta and UK, and he is currently a consultant on the Council of Europe's Language Policy Advisory Group. He is also President of FIPLV.*

LEXANDER, Kristin Vold: *Professor at the University of Inland Norway and professor II at the University of Oslo. Her research focuses on multilingualism and digital interaction in families, at work, and in education. She teaches sociolinguistic perspectives on multilingualism, digitally mediated language practices and qualitative research methods.*

m

EL MAHJOUBI, Monté: *Resarcher trainee at Tilburg University, he has a BSc in International Business Administration, an MSc in Data Science & Society, and an MA in Culture Studies. His academic work has focused on student perspectives on de-internationalization in Dutch higher education and on Dutch directness.*

MARINIS, Theodoros: *Professor at the University of Konstanz, Germany and the University of Reading, UK, Chair in Multilingualism, Director of the Centre for Multilingualism and the MA in Multilingualism at the University of Konstanz. He is leading the EU funded Innovative Training Network 'The Multilingual Mind' www.multilingualmind.eu that provides multi-disciplinary training in multilingualism to early-stage researchers across Europe.*

MARTYNIUK, Waldemar: *Professor at the Institute of Polish Language and Culture for Foreigners at the Jagiellonian University in Krakow, Poland. Teacher trainer, author of textbooks, curricula, and testing materials for Polish as a foreign language. Executive Director of ECML of the Council of Europe and Chair of the Board of Trustees at the Association of Language Testers in Europe (ALTE).*
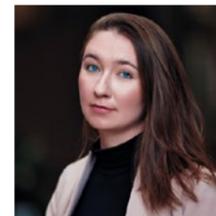
MARY, Latisha: *Professor of language education at the Faculty of Education, University of Strasbourg, member of the Language(s) and Society unit of the LiLPa (UR1339) research group. Her research interests include teacher knowledge, attitudes and beliefs about language(s), home-school partnerships, teacher education for plurilingual language acquisition and teacher plurilingual wellbeing.*

McMONAGLE, Sarah: *With a PhD from Ulster University, she manages the faculty research centre Literacy in Diversity Settings and the Alexander-von-Humboldt research project Language Diversity and Social Participation Across the Lifespan at the University of Hamburg's Faculty of Education.*

MELO-PFEIFER, Sílvia: *Professor at the Faculty of Education of the University of Hamburg Germany, in the domain of French and Spanish teacher education. She obtained her PhD in Foreign Language Education at the University of Aveiro, Portugal. Her research interests cover multilingual language teacher education, multilingualism and multilinguality, and the use of art-based approaches in education.*

MORACZEWSKA, Agnieszka: *She holds a doctorate in bilingual subject education. She teaches Norwegian as a second language and language pedagogy, including in subjects related to teacher education and in Norwegian courses for international students. She is a member of the research group Language Teaching and Learning in Multilingual Contexts at the University of Inland Norway.*

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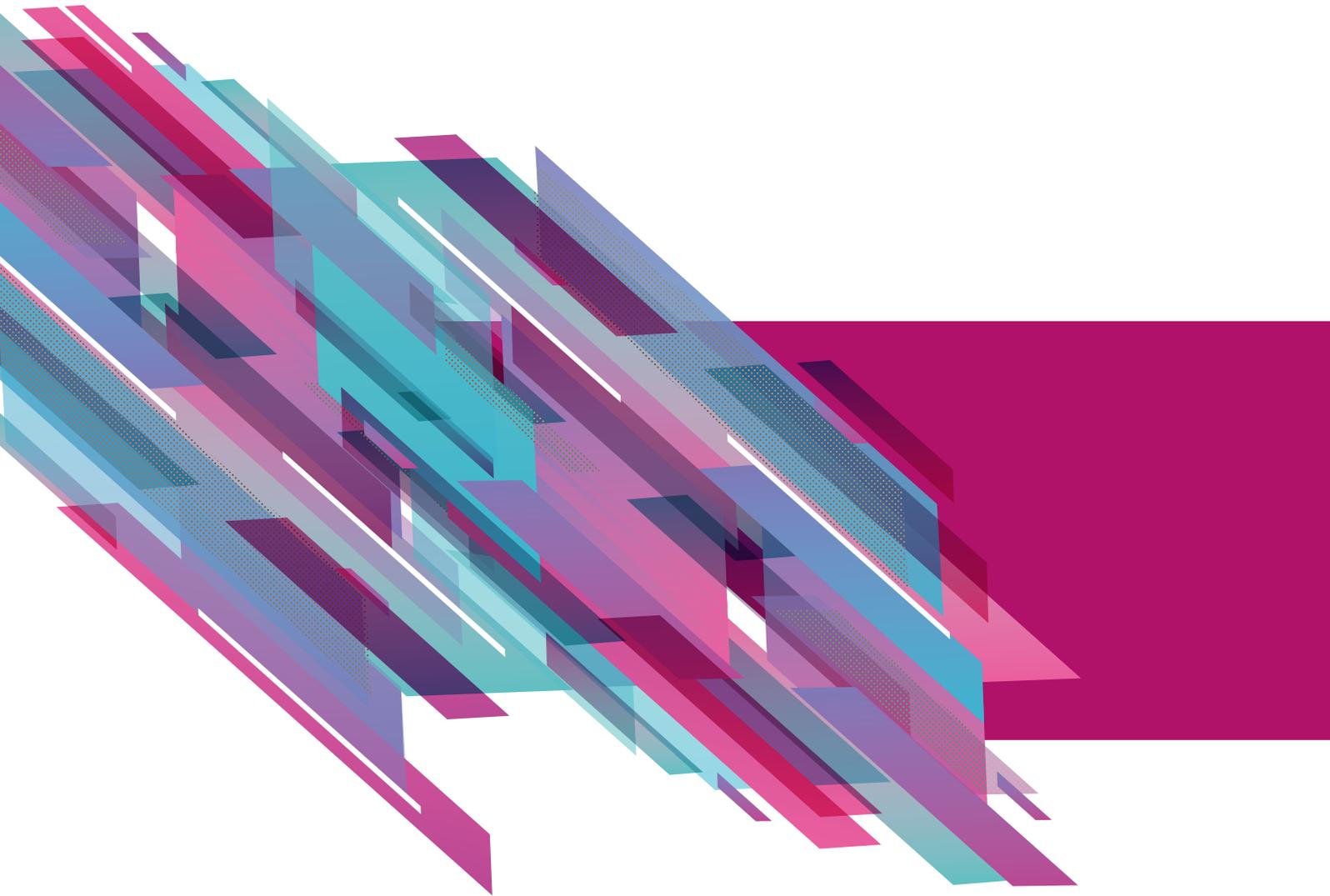
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